



Instructional Technology Newsline

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Department of Elementary and Secondary Education

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◆ Instructional Technology Update

eMINTS Project

The Department plans to expand the *enhancing* Missouri's Instructional Networked Teaching Strategies Project into an additional 50 public school districts and 100 classrooms in FY 2001. Application materials were mailed to districts in the Department's March 29 consolidated mailing. For more information about the eMINTS Project, visit the web at emints.more.net or call the eMINTS office at 573-884-7202. Applications should be submitted to the Instructional Technology section by April 28, 2000.

MOREnet Technology Networking Project

Application materials for the FY 2001 TNP were also included in the Department's March 29 consolidated mailing. If your district plans to renew its membership or apply for the first time, you need to complete the appropriate form and submit it to MOREnet by April 28, 2000. More information about the TNP can be found online at www.more.net.

TLCF Program, Federal Review and Online Performance Report

Missouri's Technology Literacy Challenge Fund program was reviewed by a panel of experts the first week of March. Reviewers noted favorably our online application process, how projects are

required to address documented educational needs, and how Department staff assist schools in applying for funds, coordinating federal and state technology funds, and planning and implementing proposed projects.

Also, during March, the Department and TLCF sub-grant recipients were asked to complete the 1999 online performance report for activities conducted and grants awarded October 1998 through September 1999. The report asked all recipients to describe how TLCF-funded projects helped the state and districts meet educational and technology goals. A special thanks goes to those contact persons who completed the report in a timely fashion!

Lastly, we are in the process of developing online End-of-Year Program Evaluation and Final Expenditure Reports for FY 2000. These should be ready in time for the September reporting period.

2000 Census of Technology

By now district technology coordinators should have received email correspondence from OSEDA about the 2000 COT. Coordinators are asked to provide the names and email addresses of others in the district who will be entering building technology census data. Online Census forms are to be available this month and completed by May 15. After the May deadline, OSEDA will process the data, make a final report, and export the data to the Department for use in next year's core data collection.

VIDEO Program Funding Update

In the February issue of Newslines we mentioned that we would keep you informed of three bills which have been introduced to increase and stabilize VIDEO Program funding -- SB716 and SB783 and HB1713. The Senate bills received favorable hearings in February; HB1713 received a favorable hearing in March and set a funding floor of \$4 million. On March 29, Senator Bentley's amendment to SB944, which also set a funding floor of \$4 million, was offered and adopted. Full text of these bills and their status can be found online at

www.house.state.mo.us/bills00/homesrch.htm

Technology Acquisition and VIDEO Applications Go Online

Do not submit paper copies of FY 2001 Technology Acquisition and VIDEO grant applications! The Division of Instruction has decided to automate these grant programs for next year. To allow for their development, application forms won't be ready until summer. Plan to attend one of the 10 consolidated workshops in April to learn of any changes in the programs; be on the lookout for news about special workshops to be scheduled in July or August to discuss the web-based applications.

VIDEO Advisory Committee

The statewide technology advisory committee met in Columbia on March 28. One of the outcomes of the meeting involves the development of a new Resource List. Committee members suggested that we develop a listing of people, district, vendor, and literature resources that can help schools deal with the planning, implementation, and evaluation of computer, online, and distance learning technologies. Many of the members list themselves under their areas of expertise and helped identify others who would serve as appropriate resources.

Educators can access the resource list on our website under "Resources." We ask users to provide feedback. Let us know when someone has been particularly helpful. Let us know of others (maybe you) who should be added to the list. Feedback and suggestions should be directed

to Claranne Vogel [<mailto:cvogel@mail.dese.state.mo.us>].

◆ April's Featured Focus – Technology Planning and Funding

April is a particularly busy time for school districts, with renewing faculty/staff contracts, participating in MAP testing, evaluating current programs and projects, and writing grant proposals for next year. Like preparing for the April 15 income tax return deadline, schools at this time of year are examining school improvement plans, technology goals and plans, and funding streams. While it is fortunate that Missouri schools have access to a variety of technology funding, handling all of the technology needs, wishes, and purse strings can be very complicated.

School leaders must keep up with the changing role of technology and the role of school technologists. Schools with a vision recognize technology as a mainstream part of education and provide the necessary leadership and support. They focus on school improvement and student performance; they recognize the total cost of owning, operating, supporting, and upgrading technology; and, they build capacity using a variety of ways and means. But how do they do it?

This month, we are debuting Newsline's "Ask an Expert...Be the Expert" feature. We asked two Missouri educators to explain how they pull together all of their technology grant program funding.

◆ 2000-01 Instructional Technology Grant Workshops

- Competitive Technology, Interactive Distance Learning, Technology Literacy Challenge Fund, VIDEO, Technology Acquisition and Enhancement

April 4, 2000

10:00 - 12:00 & 1:00 - 3:00

Kirksville Jr. High Auditorium

1515 South Cottage Grove

Kirksville, MO

660/665-3793

(Please park behind the jr. high bldg. between the new elementary and the jr. high bldg.)

April 18

10:00 - 12:00 & 1:00 - 3:00

Cameron R-I

Goodrich Center Auditorium

423 North Chestnut

Cameron, MO

816/632-5903

April 12, 2000

10:00 - 12:00 & 1:00 - 3:00

Warsaw High School Library

#1 Wildcat Drive

Warsaw, MO

660/438-7351

April 18, 2000

9:00 - 11:00 & 12:00 - 2:00

Rolla Middle School

1111 Soest Road

Rolla, MO

573/364-2151

April 13, 2000

9:00 - 11:00 & 12:00 - 2:00

Mountain View-Birch Tree R-III

Liberty High School

Old Hwy. 60 East

Mountain View, MO

417/934-2020

April 19, 2000

9:00 - 11:00 & 12:00 - 2:00

Vandiver Building

555 Vandiver

(located across from Legend Automotive)

Columbia, MO

573-886-2251

April 14, 2000

9:00 - 11:00 & 12:00 - 2:00

Dexter High School

1101 West Grant

Dexter, MO

573/614-1030

April 19, 2000

10:00 - 12:00 & 1:00 - 3:00

Southwestern Bell Telecommunity Center

Blue River Community College-Independence

Campus

20301 East 78 Hwy.

Independence, MO

816/472-2000

April 17, 2000

10:00 - 12:00 & 1:00 - 3:00

St. Louis University South Campus

11124 Southtowne Square

(1 block west of Hwy. 55 & Lindbergh)

St Louis, MO

314/892-5000 ext. 233

April 25, 2000

9:00 - 11:00 & 12:00 - 2:00

Nixa Empire Bank

Corner of Hwy. 160 & 14

Nixa, MO

(Please park on north side; enter through west door.)

417/725-7404

◆ Ask the Expert, Be the Expert

"Tell us how you pull together all of your technology grants program funding."

- Responses submitted by Charles Rosenkoetter, Londell R-XIV and Lisa Brant, Dixon R-I

Charles Rosenkoetter, Superintendent, Londell R-XIV

The only restrictions providing matching funds for grants are your willingness to do bookkeeping and using your imagination. Once you agree to process a grant, there are a couple of questions you need to ask when putting the funding together. What are the planned outcomes, and who is going to administer the grant? The first question is whether or not you want to be creative. Small grants do not require a large sum for matching and the district may have a better use for their limited resources. Who will administer the grant? The more willing the grant administrator, the more creative your district can be using alternative sources. If you're willing to do the work, you don't have to start small. Start with the more complex grants. Your district will save money, and you'll look good.

Assuming the administration agrees, you can use other sources of funds to match your grant. Remember you can't use the grant itself. Start by comparing the different components of the grant to the district's required spending. For example, if the grant has a staff training requirement, ask your PDC committee about using their funds as the match. If they already have committed all of their funds, look at using Title II funds or in-kind donations. If you have two grants requiring staff training, use the funds from one grant to match the other grant and vice versa. Using one grant to pay for another works well for equipment and other purchases.

If you have one large grant and a number of small grants, use the large one to match the small grants and the small grants to match the large grant. The only restriction you'll encounter is that you cannot use one grant to match a component of another grant if they are different.

Keep in mind the intent and requirements you agreed to when you accepted the grant. You must meet the intent of the grant and provide the required matching funds. As long as you do those two things, you have met the district's obligation. There are no rules that say you must use the district's general revenue funds for matching funds. Be creative and go out of your way to look for alternative funding. It's there and I know it can be done. On more than one occasion I've helped grant administrators mix and match revenue sources and their schools have received

hundreds of thousands of dollars in grant funds without spending one dollar. The only restrictions you have are your willingness to do a little bookkeeping and using your imagination. Go the extra mile, feel good about the grant and save your district money. Who knows, maybe they'll give the teachers a pay raise!

Lisa Brandt, Director of Technology, Dixon R-I

"I can name that code in three tries!" is an expression we often exclaim in our office. Managing to match grants with other grants is a challenging task at best, overwhelming at most, but the only way we can get the much needed technology and training for our district.

After you have determined your focus area, written your grants and determined what other state and federal money can help you provide your district match, you are confronted with the awesome responsibility of setting up your account codes. This must be done in such a manner as to allow tracking and accountability of the funds.

1. Your first step in setting up subsidiary ledgers with matching grants is to assign the regular codes for the particular grant in the normal fashion. If you are dealing with a Competitive Technology Grant, you would assign the codes for that particular grant.
2. Then add the codes you want to use as matching funds. If you are using Title II funds for a purchased service, you would assign 1 2213 6312.065.
3. At that point we have assigned an extra two digit code to the end to 1) designate that it is matching some grant and 2) determine if it is coming from a local (01), state (02), or federal (03) fund. In the example given for Title II funds, we would add 03 since Title II is a federal program. The code would then be 1 2213 6312.065 03. We would know immediately upon seeing that code that it is federal money being used as a match.

The next hurdle you must overcome is when you are dealing with grants that do not follow the same fiscal year as the school. The TLCF grants can have expenditures for year 1 and 2 within one fiscal school year. To help us track our expenditures we have changed the project code slightly. The TLCF project code is 066. For year two expenditures we have used 266. This enables us to accurately look at money spent for any given expenditure year.

Matching grants with grants can make your hair either turn loose or grey, but the rewards for our students and teachers cannot be measured. To quote one of our TLCF teachers, "I believe this grant has opened a lot of eyes up to the value of technology in the elementary classroom. The students love it and learn a tremendous amount of knowledge from the computer." What more can I say?

◆ Total Cost of Ownership (TCO)

<http://www.cosn.org/tco/>

The Consortium for School Networking (CoSN), with support from IBM and Intel, provides resources and tools for educators to use when analyzing the total cost of owning and managing educational technology – including up-front costs, after-purchase direct costs, and after-purchase indirect costs. TCO tools can assist schools during the technology planning process. There is the in-depth report "*Taking TCO to the Classroom: A School Administrator's Guide to Planning for the Total Cost of New Technology*", a downloadable presentation "*Planning for the Total Cost of School Technology*" intended for administrators and school board members, and the rubric "*What's Your TCO Type?*" to help schools assess where they stand in controlling total costs.

Last fall, CoSN and the National School Boards Association conducted a survey of 120 technology-rich schools. The survey found that schools with strong investments in technology adopted specific strategies to control the cost of upkeep. The most common cost-cutting strategies include training teachers and other non-technology staff to provide computer support, configuring computers so certain settings cannot change, and using a particular computer model throughout the district. Also, about half of the schools tap students to provide computer support.

◆ **Software-Focus on Special Needs**

Students with disabilities or special needs often have special challenges in a standard classroom setting. Many products and software applications are emerging to help such students learn, develop skills, and explore the Internet. From programs that translate the Internet into Braille, to programs that help children learn to navigate their wheelchairs, educators will find products to suit almost any special education need. (T.H.E. Journal—February 2000) Check out this article for more software information for students with special needs. www.thejournal.com/

◆ **Copyright Question of the Month**

Question: May a student performance including copyrighted music with public performance rights (e.g., band performance, choir performance, etc.) be videotaped and broadcast for purposes other than instruction?

Answer: No. Public performance rights, included with the purchase of printed music, do not include broadcast rights. Public broadcast rights MUST be purchased or negotiated with the copyright owner.

◆ **Learning With Technology**

Featuring Holden R-III, Bernie R-XIII, Dexter R-XI, and Gideon 37 School Districts

Holden R-III

Curriculum Link Continues to Have Impact

Teachers and students at Holden R-III are experiencing an amazing variety of learning opportunities as a result of the Curriculum Link Teaching and Learning Grant, a part of the TLCF program. The project emphasized improving student achievement through teacher training in technology and through the use of the tools of technology to better meet curriculum goals. Since the implementation of the project, teachers from Holden and surrounding communities have learned new ways of teaching using the Web, TrackStar, projection devices, e-mail, and a variety of software packages tightly tied to the curriculum. Students are using the MOREnet databases and the World Wide Web to find current high-interest information for classes.

The two new computer labs purchased through the Curriculum Link funding allow groups of teachers, students, parents, and members of the community to learn new skills. Teachers from five school districts participated in training coordinated with CMSU, a partner in the project. The funding also completed the network in Holden so that all of the teachers and administrators can

communicate with each other and the world via e-mail.

Teachers from across the state contributed lessons for the Curriculum Link Lesson Plan Contest which was coordinated through SuccessLink. Kelli Tsai, Hazelwood Central High School, and Sharon Sumner, Sullivan Elementary School, each won free trips to the fall DESE Technology Conference at Tan-Tar-A. Their winning lesson plans are available at www.SuccessLink.org.

Bernie R-XIII, Dexter R-XI, and Gideon 37 School Districts
Technology Training That Works

The three participating schools were faced with the dilemma of providing technology training that would meet the needs of their teachers, grades 7-12, while at the same time be accommodating to busy schedules. A project director was hired to coordinate the design of a professional development model that would meet these needs.

The project director is acquiring, developing, and implementing training on varying levels and topics in a variety of delivery methods. Laptops with computer-based training modules are available for teachers to check out and use at their convenience. Traditional workshops have been scheduled for after school, evenings, or during the summer with outside consultants, lead teachers, and technology coordinators as trainers. Lead teacher trainers are also available to conduct small group or one-on-one training sessions. Web-based and training via ITV will be available in the near future.

The primary goal of the project is to assist teachers as they gain the skills necessary to fully integrate technology into their curriculum. This change in teaching delivery methods will lead us to our ultimate goal—an improvement in student achievement. www.bernie.k12.mo.us/

◆ **Monthly Grant Writing Tip**
March—Mail That Grant!

Time to pull all the grant parts together. It's not too late to ask someone to read your proposal one last time. Have them read for content, typos, grammar, punctuation, compliance, completeness and overall appearance. Read and complete the assurance page and get the necessary signatures. Mail by the date specified in the grant manual. (Reminder: Incentive Grants are due April 30, Competitive Technology and Interactive Distance Learning Grants are due June 15.) GOOD LUCK!

What if your grant is not funded??? DON'T GIVE UP! Many grants do not receive funding the first time. It's a very competitive process. You compete with the best. Review and use the reader evaluation comments to revise the proposal if necessary. Ask for DESE technical assistance. Try and try again!

◆ Mark Your Calendar

April

4-25 Instructional Technology Grant Writing Workshops

See above for dates and locations.

10 Technology Plan Approval Reader Training

Jefferson Building, Jefferson City, MO

11-20 Technology Plan Approval

◆ Upcoming 2000 Conferences

April 6-7 Converging Technologies: Reaching Students in the Digital Age
Marriot's Tan-Tar-A Resort, Osage Beach, MO

www.more.net/projects/members/conference/conference00.html

April 27-28 Grants & Funding for School Technology Conference
Westin Crown Center, Kansas City, MO

www.eschoolnews.org/

June 26-28 National Educational Computing Conference
"Connecting @ the Crossroads"
Atlanta, GA

www.neccsite.org

◆ Internet Sites of Interest

- Education Technology Literature Review www.eschoolnews.org/

Education Technology Literature Review is a great newsletter if you're short on time, but can't afford to miss any important school technology news. Each month it summarizes the most important education technology articles from the nation's leading education and technology journals, magazines, websites, and newspapers. To learn more or to request a free issue, visit the above website.

- 'ExplorAsource' www.explorasource.com/educator

This free web service from MediaSeek Technologies promises to make the job of teachers, curriculum directors, and technology coordinators a whole lot easier. Use the Resource Browser to select learning needs by grade, subject, and topic, view a list of resources that address these learning needs, then find standards that match the selected resource. Use the Standards Viewer to select standards information that addresses learning needs and then find resources that map to those standards media type or publisher.

- The School Technology Funding Director www.eschoolnews.org/pubs/stfd_about.html

The School Technology Funding Directory—over 160 new and “hard to find” listings of grant opportunities from private, community and corporate foundations—extensively indexed with helpful sections covering tips, sample grants and forms, internet links, and more.

- Perform Emergency Heart Surgery in the “Virtual Cardiology Lab” www.biointeractive.org

Visit the fascinating virtual lab to simulate the experience of becoming a heart doctor, complete with the procedures leading up to an extensive heart surgery. You're encouraged to diagnose virtual patients with an ultrasound machine, a stethoscope, and other tools in the “Virtual Cardiology Lab” created by Howard Hughes Medical Institute.

- From Blue Web'n

A searchable library of Blue-Ribbon Web sites categorized by grade level, content area, type, and Dewey number. Visit us online at www.kn.pacbell.com/wired/bluewebn to browse, search, and view archives.

ABC Teach www.abcteach.com/

This is a great site for teachers of young children with many ideas for classroom use. For creating books, there are shapes that can be printed, copied, and cut out for shape books where students can write a story. Printable research cards are available for students to use when they are learning basic research skills.

Grade Level: Elementary

Content Area: English (Reading/Writing)[Dewey #028]

Resource Type: Activity, Resource

Webmaster: sandkems@abcteach.com

Electronic Reference Formats Recommended by APA www.apa.org/journals/webref.html

When in doubt, go to the source. The APA, one of the major style guides for academic writing, has revised their guidelines for electronic citations. Keep up with the latest information for citing all your electronic sources, including electronic databases. Having these resources online sure beats buying a book every time something changes.

Grade Level: High School, College

Content Area: English (Writing)[Dewey #808]

Resource Type: Reference

Webmaster: journals@apa.org